**ECI 521 TEACHING LITERATURE FOR YOUNG ADULTS –** *Young – Fall 2016* ***YAL Multigenre / Multimodal / Multimedia Reading Project***

***Due Date:*** *Exam Session or Before [Thursday, Dec. 8]*

**Directions:** Choose one of the options below *(or negotiate your own with Dr. Y)* to pursue for your final course project. You will turn in/post the product & submit a references list, a reflection letter, & an evaluation rubric. Project should apply / reference course texts, materials, acquired knowledge, etc., and demonstrate your competency with *teaching literature for young adults.* The work here should be unique to this course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Option 1: ***YAL Multigenre Reading Project*** | Option 2: ***YAL Unit Plan Project*** | Option 3: ***Interpreting YAL with Literary Theory*** | Option 4: ***YAL Book CD / LP Soundtrack Project*** | Option 5: ***YAL Book Graphic Transformation Project*** |
| For this project, you will choose a YAL book as an anchor text along with an emotion or theme you feel would be engaging for your young adult students and trace that emotion or theme through at least 6-8 more different modes of discourse or genres. These options may include published *poetry, drama, short story, novel, song/music, film, advertising, journalism, art, etc.*  In your paper or multimedia presentation, you will be defining the particular emotion or theme you choose as the potential unifying element that ties these genre pieces together, explaining why you chose the specific emotion / theme, analyzing how each genre piece portrays and illustrates this emotion or theme, and in turn, describing how our society or a particular culture experiences and responds to this emotion or theme based on your analysis of it in the context of these texts.  The genre pieces you select do not have to relate directly to one another, as the emotion or theme you focus upon will be the unifying force of your paper. However, your narrative analysis should provide the thread that *weaves* the emotion or theme depicted in the chosen genre pieces together. In part, you want to answer the following question: *What conclusions can be drawn from how literature, the arts, and popular culture portray your specific emotion or theme?* In doing so, you will want to have *a strong lead, thesis, analysis, supporting evidence,* *synthesis*, and *conclusion***.**  You may use first person voice, but avoid using second person (you). You may cover your genre pieces explicitly (i.e., a paragraph or so for each genre piece or mode of discourse covered) or implicitly (more of a narrative and weaving discussion of the genre pieces in and out of the story you tell). If you would like to break the paper down further, you may certainly do so, i.e. a paragraph on a piece (a short summary and or explanation) followed by another paragraph on the emotion and how it is presented and portrayed. You should also be prepared to use internal citations or quotations from your genre pieces where appropriate.  **Requirements:** Well-written paper or website that addresses at least **7-8** published genre pieces (including your YAL book choice); References page, which accurately lists genre pieces and any other sources consulted (APA format); copies of your selected shorter genre pieces; evaluation rubric which allows both you and Dr. Y to evaluate your project; a Reflection Letter to Dr. Y on process and experience. | For the purposes of this project, your unit plan should cover at least 3 weeks of instruction. Your unit plan should include a YAL Novel of your selection as the key text and focal point of your unit. You may want to approach the unit thematically as we read about and discussed in class, along with including supplementary texts that help build / bridge into the novel itself. The B&H text provided may resources for informing the organization of teaching YAL, and you’ll want to draw upon this text and others. In addition we engaged in related activities in class – *employing reader response strategies*, *ensuring comprehension by your students, evaluating and organizing YAL* – which might be a part of your unit project as well.  **Requirements:** Your YAL Unit Plan Project should include the following:  **1. Introduction and Rationale:** a brief description of why this unit will be valuable for students & how the YAL novel you’ve chosen factors into this value. Consider its appeal for YAs, as well as its connections to the required curriculum.  **2. Objectives:** a list of overall unit objectives which will be tied to the goals expected to be fulfilled by the daily lesson plans. These objectives should be stated in strong verbs which indicate student learning and growth--"Students will be able to...". At least 8-10 overall unit objectives and 2 CCSS for ELA. **3. Materials:** a list of any texts, technologies, other materials & resources necessary for the implementation of the unit. 4. Daily Unit Narrative: a narrative description of each day of the unit. The sequence should grow out of the conceptualization of the rationale and objectives, and build to a culminating activity/project for students.  **5. 5 Lesson Plans:** a. Objectives (Students will be able to…); b. Materials; c. Procedures: 1) Bridge/Introduction/Set Induction/Anticipatory Set; 2) Activities with directions; 3) Description of lesson's content, focus (i.e., what is happening during the activities); 4) Closure; 5) Follow-up or Follow-through plans; d. Evaluation method for that day's experience [1st and last day+3 sequential]  **6. Unit Evaluation:** The evaluation does not have to be a formal test. Consider the objectives, lesson plans, student experiences, and daily evaluation methods in order to determine the appropriate activity. | Choose one of the YAL books from your reading list to interpret from multiple perspectives using literary theory as modeled in excerpts from the Moore text. First, you will want to make sure that you have read Chapter 1 from Moore’s book and that you familiarize yourself with the 5-question framework he introduces on the first page of the chapter. Then, you will use this framework to interpret your book choice from at least 3 different literary theories, the first of which must be ***reader response.*** The next 2 (or more) theories are choices left to you, but you will want to discuss their relevance to your students, young adults, in addition to using them as a lens for interpretation.  Your project should provide an orientation to literary theory in general and why it is relevant to teaching young adult literature, as well as an introduction to your YAL book choice and a rationale for why it is a good choice for interpretation using literary theory. You’ll want to include references to your novel throughout each literary theory interpretation to support your claims.  **Requirements:** Draw on the Moore text, especially the 5-question frame-work (Jefferson & Robey, from Ch. 1 to structure your paper / project; at least 3 literary theories, the first of which is reader response; well-written paper with well-crafted and supported interpretations; relevance to young adults and teaching young adult literature established. You may not choose any of the books in Moore’s chapter. | Choose one of the YAL books from your reading list for which you’ll create a soundtrack. Next, choose a major theme of the book that you will then trace the evolution of through song selections comprising an LP / CD soundtrack of 10-12 songs minimum. In addition, you will include annotated song list with lyrics and references, as well as a description of how each song reflects the theme’s evolution through the novel. CD needs to be in a well-designed CD or LP cover that includes original artwork related to the novel and theme.  ***Variations:*** Choose a character from YAL book and demonstrate his or her character traits as portrayed in the book by creating a CD of 10-12 songs along with an annotated song list describing how the songs reflect the character’s evolution thematically in the context of the story of the book.  **Requirements:**  - CD or LP cover/jacket that includes artistic representation and track listing on back—just like an actual CD jacket / LP Cover; names, titles, etc.;  - annotated track list: typed analysis of track listing (with song title, artist, album, date, and an analysis of the song’s connection to your character or theme with specific references to lyrics);  - minimum of 10-12 songs: which represent evolution of theme or character or theme throughout novel or text; which provide a sense of progression and order.  - minimum of 10 – 12 entries, although if you use more songs, you need to analyze all of them -- don’t go overboard—more won’t necessarily be good  - songs are provided on a CD or flashdrive as mp3s – you will not be required to press vinyl! ☺ | Using the Comic Life software program (or a similar program), you will create a graphic novel representation of key scenes, themes, events, or ideas from one of your non-graphic YAL book choices or the content of our class. In other words, you will use Comic Life to transform your YAL book choice or a course text into a graphic novel format.  You will want to research and keep in mind the characteristics of comics and graphic novels, as well as notions of visual literacy that we have discussed in class and that you explore further on your own.  This project requires that you have familiarity with and access to the Comic Life program (or similar tool).  ***Variation:*** If you are a talented artist, you could ink your own graphic novel excerpts for the project. You might consider extending the storyline of a YAL book choice and/or adding yourself as a character to the story.  **Requirements:** Storyboard; script; final Comic Life product/file OR artwork; references list (APA); reflection letter describing the connections to YAL to Dr. Y; and evaluation rubric  http://hdwallpaperia.com/wp-content/uploads/2013/12/Graphic-Art-Backgrounds-For-Desktop.jpeg  Image Source: http://hdwallpaperia.com/https://thoughtbubblefestival.files.wordpress.com/2007/06/comicfin.jpg  Image Source: thoughtbubblefestival / T. Lotay |